First Grade Trimester 1 Math Matrix

Unit Name	Investigations	Sessions	Math Main Ideas	Assessments
UNIT 2- COMPARANING AND COMBINING SHAPES *2-D Geometry*	1 - 2	12 Approx. 12-15 days		Checklists, Games, Quizzes, and Unit Test
1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.A.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.B.3** Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. **1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **1.OA.C.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? - 3, 6 + 6 = ?. **1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **1.NBT. B.2b** Understand the following as special cases: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. **1.NBT.B.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **1.MD.B.3** Tell and write time in hours and half-hours using analog and digital clocks. **1.MD.C.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. **1.G.A.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. **1.G.A.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	**1- COMPARING AND DECOMPOSING 2-D SHAPES** **2- DESCRIBING AND SORTING SHAPES**	**1.1-1.7** **2.1–2.5**	Describing, identifying, and comparing attributes of 2-D Composing and decomposing 2-D shapes Describing, identifying, and comparing attributes of 2-D Composing and decomposing 2-D shapes	✓**A11 Construct & Draw 2D Shapes** (1.3) **A13 Quiz 1** (1.6) A15 Many Ways to Fill a Hexagon (1.7) **A17-A18 Identifying and Sorting Shapes** (2.5) **A16 Quiz 2** (2.4) **UNIT 2 TEST**